Ashmead Primary School

Behaviour for Learning Policy

Approved: October 2016
Review: October 2017

Contents

Aims of this policy

- To ensure that all members of the school community are clear about behaviour expectations at Ashmead.
- To contribute towards the creation of a happy, safe and stimulating environment for children and adults.
- To support staff in managing children's behaviour consistently.

Ethos and Values

At Ashmead we work hard to create a secure environment where all children feel physically and emotionally safe. We aim to help every child to be able to make good choices in how they behave. Strong, nurturing relationships are crucial for this as are high expectations and clear and consistent boundaries.

These aims are rooted in our school values (see Appendix 1) and lie behind our school vision that children leave us knowing they are both 'loveable and capable'.

We teach children to challenge themselves and that mistakes are an opportunity for learning. This applies to behaviour as well as to academic learning – children are supported to learn how to make better behaviour choices.

Our policy relies on adults living our values and modelling appropriate behaviour consistently across the school. We believe that children have a right to be treated with respect as well as a responsibility to try their best to behave as well as they can. When managing challenging behaviour from children we expect adults to remain calm, polite and supportive at all times. We ensure children know that it is particular behaviours we may not like, not the child. When things are difficult we work to repair and rebuild the relationship.

School Rules, Rewards and Consequences

Our rules are displayed in every class. We use a 'Going for Gold' system for determining rewards and consequences. Children start every day (and re-start after lunch each day) on 'Green'. Excellent work and behaviour is recognised by moving up through Silver and Gold. Children stay up for the rest of the day unless their work or behaviour deteriorates.

Moving children to silver or gold means we can celebrate the children who frequently behave well. It also allows a class to focus on particular learning behaviours, e.g. children could be moved up for working well with a partner; for persevering, etc.

Children who are frequently very well behaved can be sent to the headteacher to have their name written in our Gold Book.

Whole class behaviour can be encouraged through cubes/marbles in a jar. Individual behaviour can also be rewarded with raffle tickets – winners are chosen in celebration assembly.

If children break the school rules they may be moved down from green to amber to red. If a child goes onto red they will be asked to fill out a timeout sheet.

In ascending order of severity these go: White (in class); Yellow (sent to phase leader); Red (sent to an SLT member out of class; parents informed).

Please see appendices 2-4 for more details of current school rules, rewards and consequences. We revisit these frequently and review them at least annually.

We have also created a list of of behaviours for learning to help children be clear about how they can behave so that they maximise their chances of learning (see Appendix 9)

Timeouts

When a child has a timeout they may miss some playtime as a consequence if the teacher decides that the behaviour and/or the time spent filling the timeout sheet in require work time to be made up.

Each class has a file where children's timeouts are filed (it is important they are checked before filing). Once a week children who have had to fill in a timeout sheet are sent to the headteacher to discuss this.
If a child has several timeout sheets in a short period (e.g. five in a fortnight) then the class teacher will arrange a meeting with the family.
Teachers can ask for support with this meeting from their phase leader, the inclusion leader or the deputy or headteacher. These more senior members of staff may arrange such meetings if this initial meeting does not improve matters.

'Low level' disruption

To avoid a downward spiral in behaviour, in many cases teachers will give a 'positive response' to low-level behaviours so that children are encouraged to make the right choices without formal sanctions being applied. Some examples of this would be:

- Praising nearby children making the right choice ('proximity praise') to encourage the child who isn't to follow their example.
- Standing close to the child without saying anything directly.
- Simply mentioning the child's name.

For a full list of possible positive responses see *Appendix 4*. This is a matter for teacher judgment. We aim for consistency in behaviour management but not rigidity. It can be equally appropriate to target such behaviours, after appropriate discussion with a class, and to apply sanctions fairly inflexibly.

The main point is that as reflective practitioners the professional choices that are made come from the position of being an assertive teacher rather than an autocratic or indecisive teacher. You expect compliance but you do not rely on power to gain respect. Instead, you use calm, clear and decisive direction to keep a calm and disciplined class.

More serious behaviours (e.g. hurting someone, throwing things, swearing):

- Child may go straight to a red timeout without having warnings first (their name would be moved to red).
- Child is likely to miss part or all of a playtime (be careful about taking away all playtime – a distinct number of minutes is often more effective).
- Child may be sent directly to SLT member. This would be recorded in the school incident book and parents would be informed.
- Child may have an internal exclusion where for all or part of a day they work in another class.
- Child may be formally excluded from school for a fixed term. The headteacher can do this for a maximum of 45 days in a school year. Parents, the local authority and school governors are always informed. On return to school parents and the child attend a reintegration meeting with a senior leader.
- The ultimate sanction is for a child to be permanently excluded from school.

Children refusing to complete a timeout sheet/refusing to leave the classroom

The priority here is that teachers stay in control and are not provoked by this behaviour – it is often very attention-seeking.

Tactical ignoring <u>may</u> work well here. Without direct attention the child may decide to follow the instruction anyway. The teacher can then impose a delayed consequence at break time – giving the child the message that the teacher is in control without giving them the attention they may crave.

However, if the child refuses to fill in the timeout sheet and/or to leave the classroom *and* is disrupting the learning it would be appropriate to contact the head, deputy or inclusion leader.

Strategies for children 'beyond' behaviour system

While the vast majority of Ashmead's children follow the school's rules and manage their behaviour in line with our behaviour policy we recognise that some children may require additional support with their behaviour. This could include any or all of the following:

- Meetings with parents/carers to discuss concerns
- Setting up of bespoke rewards/sanctions. This could include the setting up of a behaviour contract.
- Work with school staff to offer pastoral support. This could be 1:1 or as part of a group.
- Referrals to outside agencies as appropriate, e.g. an educational psychologist.
- Referral to our inclusion team.

Working in partnership

We believe that everyone has a role to play in behaviour being excellent at Ashmead:

Children
Children need to know that they are responsible for the choices they make. Children also need to know they have the right to be listened to if they have any concerns (as long as these are expressed politely).

Staff
Staff have the responsibility to provide a positive role model for children, to be calm, sensitive and fair when dealing with children. Consistency in using rewards and sanctions is also important. Staff have the right to expect children to work hard and to respect all adults in the school.

Parents and carers
Parents and carers are by far the biggest influence on children. They have a responsibility to ensure that when their child comes to school they are ready to learn and to support the school's behaviour policy as agreed in the home-school agreement (see Appendix)
Parents have the right to expect any concerns they have to be taken seriously by the school.
All adults on school premises are expected to abide by school expectations regarding behaviour. We do not tolerate physical violence, swearing or discriminatory language. The school is entitled to ban from the premises adults who do not abide by these expectations.

Circle Time

From Year One up to Year Six children have a fortnightly circle time session where problems can be aired and addressed. This session reinforces that everyone is worth listening to. Issues can be raised by adults or children at these times.

Supply teachers

Supply teachers are given a summary of the behaviour policy on arrival. The office staff also tell supply teachers who to contact in the case of severe behaviour issues. SLT make every effort to check in on classes with supply teachers as frequently as possible to ensure the quality of supply staff and that children are behaving well. Support staff are encouraged to alert senior leaders about the quality of supply staff and to do this as early as possible in the day in the case of supply teachers who are struggling. The office passes on the names of supply teachers we find effective and those we would not like to return to Ashmead to the relevant agencies.
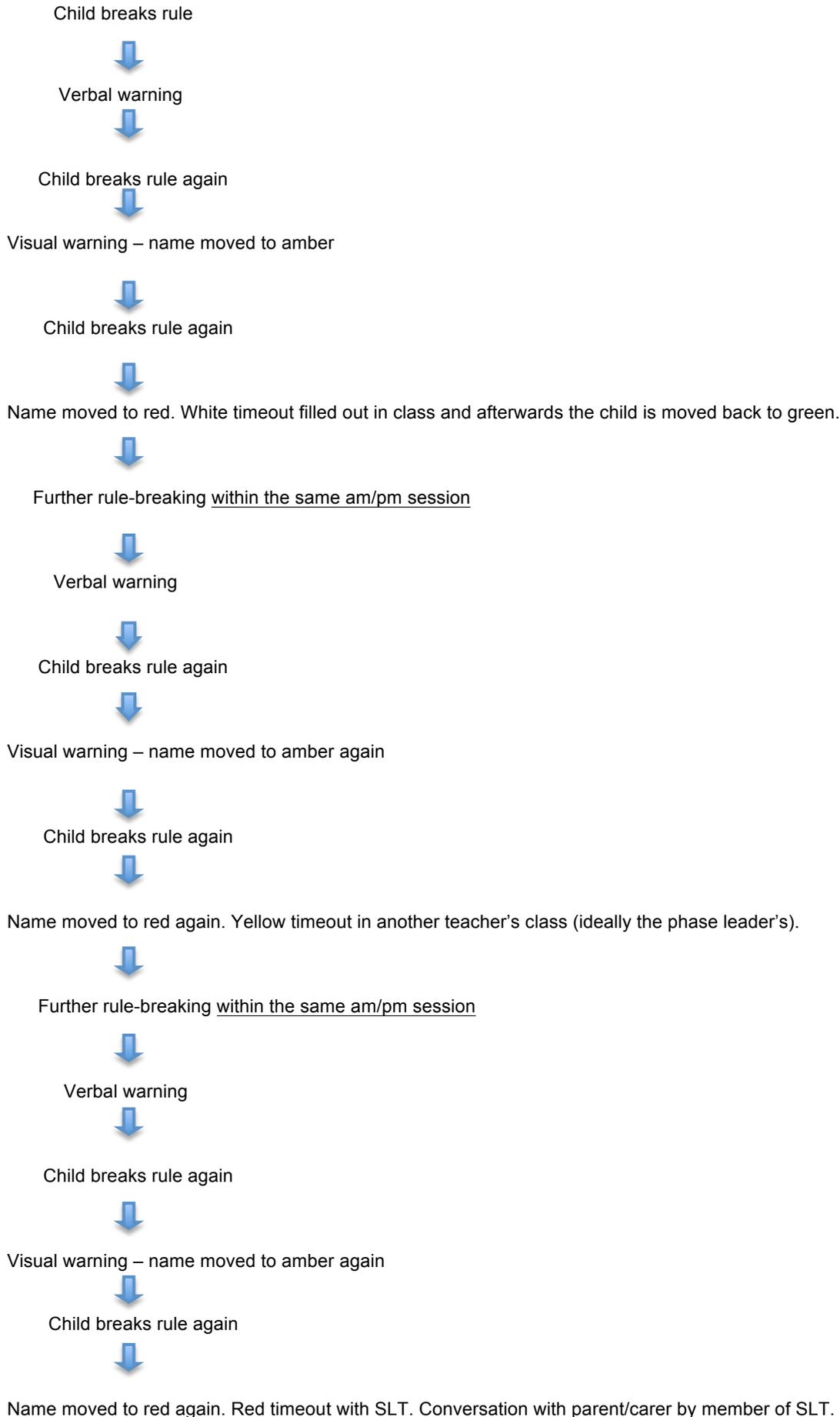
Ashmead's Behaviour Rules

- **We take responsibility for our choices**
- **We are kind and think about how others feel**
- **We show respect**
- **We persevere**
- **We cooperate**
- **We show integrity**

Appendix 2 – rewards for behaving or working well

- Specific praise for doing the right thing.
- Sent to head/deputy/phase leaders/subject leaders/other member of staff for 'instant' positive feedback.
- 'Praise' postcard sent home.
- Work celebrated through being displayed.
- Work or specific behaviour put on blog.
- Being mentioned in celebration assembly, receiving certificate and being put on blog and/or being chosen for the 'work this week' board.
- Raffle tickets.
- Moving up from green to /silver/gold.
- Extra play/short video/free time in class – for filling a jar with cubes/marbles (whole class rewards).

Appendix 3 – consequences

Child breaks rule

⬇

Verbal warning

⬇

Child breaks rule again

⬇

Visual warning – name moved to amber

⬇

Child breaks rule again

⬇

Name moved to red. White timeout filled out in class and afterwards the child is moved back to green.

⬇

Further rule-breaking within the same am/pm session

⬇

Verbal warning

⬇

Child breaks rule again

⬇

Visual warning – name moved to amber again

⬇

Child breaks rule again

⬇

Name moved to red again. Yellow timeout in another teacher's class (ideally the phase leader's).

⬇

Further rule-breaking within the same am/pm session

⬇

Verbal warning

⬇

Child breaks rule again

⬇

Visual warning – name moved to amber again

⬇

Child breaks rule again

⬇

Name moved to red again. Red timeout with SLT. Conversation with parent/carer by member of SLT.

Appendix 4 – positive responses

LOW LEVEL BEHAVIOURS	POSITIVE RESPONSES
those which may affect the flow of the lesson but do not impinge on others' rights to learn and feel safe and valued (repetition of these behaviours can lead to them being regarded as more severe)	*getting the pupil back on task without additional input from staff or consequence for pupil… and preventing an escalation of behaviours*
- banging chairs - chair rocking - unruly lining up - unruly walking around school as class group - rolling around on the floor - getting up and moving without permission - wandering around - not moving sensibly in class - pushing; sliding onto carpet - ignoring request to come and sit down - not responding to cues and signals- eg. bell - tidying up before being asked to 'selective' hearing - writing whilst teacher is talking - turning around and not looking at speaker - funny background noises- whistling; humming - talking whilst the teacher is doing explaining - arguing/ answering back - calling out - whispering/ muttering - pencil/ paintbrush tapping - being careless around each other; squeezing between children; gentle pushing in line - not treating classroom equipment correctly - annoying touching/ poking other pupils - first time - fiddling with pens etc. - fussing with shoes and laces	**directing pupil to wanted behaviour**- 'I'd like to see you sitting quietly' (using the 'broken record' approach to avoid being drawn into discussion with the pupil) **take up time**- giving the pupil time and space to follow an instruction as though they are trusted to comply **proximity**- standing close to pupil misbehaving **praise** of pupils 'doing the right thing' **counting to 3** (similar to giving 'take up time' after an instruction) **catching pupil's eye** and miming desired behaviour **private word** **pointing out the behaviour/ context** and allowing the pupil to self-correct- 'you're calling out/ we're doing quiet reading' (+ broken record)… follow up with a prompt such as 'what should you be doing?' **tactical ignoring**- good for managing attention-seeking behaviours (time limit + follow up strategy) **choice + consequence**- 'if you choose to talk whilst I am explaining, I will ask you to practice being quiet at break' (+ take up time) **adding 'thanks'** to an instruction, to show that you are expecting compliance: 'could you just pick up that pencil? Thanks!' **rule reminders**- 'remember the rule for that and use it, thanks' **modelling** the desired behaviour- eg. talking quietly to set the tone **writing name up on board** when pupil is doing the right thing **partial agreement** (for avoiding argument/ discussion over behaviour)- 'you may think it's unfair, but we're lining up now' **'when…then'**: following what you want with what the pupil wants- 'when you have picked your chair up then you'll be ready to go' **pause… direction**- make eye contact with the pupil and give them a moment to self-correct before issuing a direction **mentioning the pupil by name** **distraction and diversion**- good for avoiding a potential confrontation **reminder of past successes**- that a pupil has managed this situation previously **refocus**- 'what do you need to do next?'

Appendix 5 – Behaviour in the Early Years at Ashmead

Our behaviour expectations are introduced in Nursery and Reception.
Rewards at this stage of the school are mainly verbal, recognising and celebrating when the child makes good choices and praising these specifically. Stickers might also be used to reward those children making the right choice, showing appropriate behaviour or good effort. Rewards at this age and stage are intended to reinforce positive behaviours and redirect normal childhood boundary testing in to positive outcomes.

If a child makes a wrong choice in our Nursery or Reception classes initially the only intervention required may be to distract the child and re-direct his/her attention. If the child continues to make these choices we will discuss this with them and try to get them to see why this is a poor choice. Further incidents may require a short 'timeout' in class (no more than three minutes in Nursery, five minutes in Reception). In rare cases the child might be taken to the parallel EYFS class or, in exceptionally rare cases, taken to a senior leader. If the behaviour is endangering others or stopping the learning of others then we will work with parents to develop strategies to support the child making more helpful choices, e.g. ensuring that the boundaries at home are closer to those at school.

Appendix 6 - playtimes and lunchtimes

Our behaviour rules apply at these times too.

Senior leaders are a frequent presence in the playground, lunch hall and corridors to ensure that behaviour management here is as consistent as possible.

Raffle tickets are held by each member of staff and all are encouraged to use these to encourage good behaviour from individuals. We also have a lining up reward system to encourage children to be ready for learning as soon as possible after the end of a break.

Most timeouts happen in the playground but more serious incidents (or minor incidents that are repeated several times) are referred to senior leaders.

Supervisors pass information about behaviour to the relevant person as soon as possible after the break finishes, e.g. a class teacher will need to know if a child has been particularly upset even if the incident is being dealt with by somebody else.

Appendix 7 – Anti-bullying statement

We understand bullying as hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. We believe that those who bully others are themselves experiencing difficulties and they are not aware of this, this sometimes being the reason why they take their anger and frustration out on others.

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, clinging to adults or bullying others. There may be evidence of changes in work patterns, lacking concentration or in eating habits. Children who are bullying need to take responsibility for what they do but we need to be aware that they may be experiencing difficulties themselves.

Bullying generally falls into one or a combination of the following categories:

• Physical Bullying – prodding, punching, kicking, etc.

• Psychological - Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing to hurt them.

• Social – excluding someone from a group, spreading rumours.

• Verbal - The use of language in a derogatory or offensive manner, such as name calling, swearing, racist, sexist abuse or homophobic abuse.

• Homophobic bullying - Any hostile or offensive action against lesbians, gay males, bisexuals or transgenders or those perceived to be lesbian, gay, bisexual or transgender.

• Cyberbullying - The use of computers, including mobile phones, deliberately to upset, frighten, threaten someone else.

• Racist bullying – Repeated and harmful use of language or actions relating race, ethnicity or nationality.

To prevent bullying in our school,

1. Children and adults are encouraged to report bullying.
2. The children of the School Council discuss bullying and how to tackle it.
3. Comprehensive work around bullying, how to prevent it and its consequences is carried out in every class during PSHE sessions and circle time activities. Whole school activities are carried out through the year, especially during Anti-Bullying Week every November.
4. Discriminatory language is challenged and reported by adults who hear it.
5. Children in public care or who are vulnerable for any reason are closely monitored via the inclusion team.
6. The inclusion team liaise with other agencies for training and advice for staff and children.

When bullying does happen

1. When bullying of a child is suspected or reported, the incident is dealt with immediately by the member of staff who has been approached or who witnessed it. If the incident can be classified as bullying then the learning mentor or a member of the senior leadership team is informed.

2. A member of staff interviews all concerned and records the incident. A clear account of the incident is recorded. Parents are informed. Appropriate sanctions are decided.

3. Restorative measures (i.e. referral to Learning Mentor) are used as appropriate and in consultation with all parties concerned. Punitive measures such as exclusions from the playground, class or even school are also considered and put in place.

In addition to this

• If the member of the senior leadership team judges the incident to be bullying then this is reported to the local authority.

• When Social Care is involved the allocated Social Worker is informed.

• When a member of staff raises a concern regarding bullying in the first instance a member of the Senior Leadership Team is appointed to attempt informal resolution. If this is not achieved the school formal grievances procedure is followed.

People who have been bullied are supported by

1. offering an immediate opportunity to discuss the experience with the adult who dealt with the incident or a member of staff of their choice;

2. restoring self-esteem and confidence;

3. the designation of a member of staff to reassure and monitor the child making known to relevant staff so that follow up and prevention can take place.

4. work with parents or carers, mentoring, counselling or a referral to other agencies;

People who have bullied are helped by

1. encouraging empathy with the person who was bullied of the consequences for their bullying;

2. discussing what happened;

3. encouraging the person bullying to be aware of their acts and the need to change;

4. informing parents or carers to help a change of attitude;

5. partnership with parents or carers, mentoring, counselling or a referral to other agencies;

Monitoring, evaluation and review

The school reviews this statement annually and assess its implementation and effectiveness. The policy is promoted and implemented throughout the school. Staff members are briefed annually on how to deal with bullying and asked about their need for training about bullying.

Appendix 8 – Ashmead School Values

Integrity
Reflection
Freedom
Perseverance
Kindness
Respect
Responsibility
Hope
Empathy
Confidence
Courage
Co-operation

Ashmead Behaviours for Learning

Appendix 10

Positive Handling

Staff at Ashmead Primary School recognise that the use of positive handling is only one of range of strategies available to secure the safety and well-being of the School community. Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Reasonable adjustments will be made for children with SEND.

The Law
Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable' force to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including self injury)
- Causing serious disruption

There is an expectation in law that the use of force with a pupil should be 'reasonable, proportionate and necessary'. In July 2013 the Department for Education issued guidance for schools in England, on the 'Use of reasonable force' https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools This guidance is not statutory but should help schools to understand what the law means in practical terms.

'Reasonable force' means using no more force than is needed. and can range from guiding a pupil by the arm to holding a pupil back physically. All members of school staff have a legal power to use reasonable force.

Examples of instances when schools can use reasonable force include:

- Removal of disruptive children from the classroom where they have refused to follow an instruction to leave the room
- Preventing a pupil behaving in a way that disrupts a school event or trip
- Preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restraining a pupil at risk of harming themselves through physical outbursts

Alternative Strategies
In most circumstances the skilful use of de-escalation strategies will avoid the use of positive handling
For example:
- Speaking calmly and soothingly, avoiding behaviours that can be perceived as confrontational, e.g. standing over the child, raising one's voice, finger-pointing, etc.
- Calmly repeating the instruction until the pupil complies
- Distracting the child from the issue that is causing disruption
- Removing the 'audience' and therefore attention (within safety limits)
- Use of personal relationships, i.e. one member of staff may have a very strong relationship with the child and could be more likely to de-escalate the situation.

When Using Positive Handling

- Explain the reason
- Use minimum force whilst being effective
- Involve another member of staff if possible – ideally Sean, Jane, Faye, Caroline or Ashleigh.
- Tell the pupil what they must do if you are to stop the restraint
- Do not act in temper (involve another member of staff if you fear loss of control)
- Do not touch the pupil in sexual areas
- Never touch the child in a way that breathing could be impaired.

Restricting a Pupil's Liberty

Staff may use quiet rooms/spaces or the 'Calm room' in the inclusion leader's office for individuals who are becoming agitated. Pupils will be encouraged to see this as a positive way to manage their own behaviour.

In certain circumstances it may be necessary for staff to take an individual to a calm, safe room using a physical intervention. If the pupil tries to force their way out of the room it may be necessary to temporarily restrict their liberty (ie hold the door shut) while help is called. Pupils who are restricted in a room should be watched at all times and should only be left on their own for a short time. As soon as the individual seems calm, staff should open the door. Restriction of liberty should be recorded as a physical intervention.

Actions After An Incident Requiring Positive Handling

The member of staff involved will complete an incident form immediately. A member of the leadership team will be informed as soon as possible. Serious incidents should also be entered in the 'Bound & Numbered Book'.

Parents will be informed about serious incidents involving the use of positive handling. If the behaviour is part of an ongoing pattern it will be necessary to develop a Positive Handling Plan for the pupil which may include:
- preventative strategies to pre-empt an incident
- reactive strategies to de-escalate a conflict
- physical holds to be used if necessary
- involvement of parents/carers to ensure that they are clear about the specific action the School might need to take
- briefing of staff to identify any training or guidance needs
- identification of additional support that can be called upon if appropriate
- A more straightforward way of recording incidents, e.g. a book or form where brief notes are made.

Appendix 11 - Behaviour Management Strategies from Bill Rogers

Top Ten Ideas from Bill Rogers (from Tom Sherrington's blog – www.headguruteacher.com)

1. The Black Dot in the White Square:
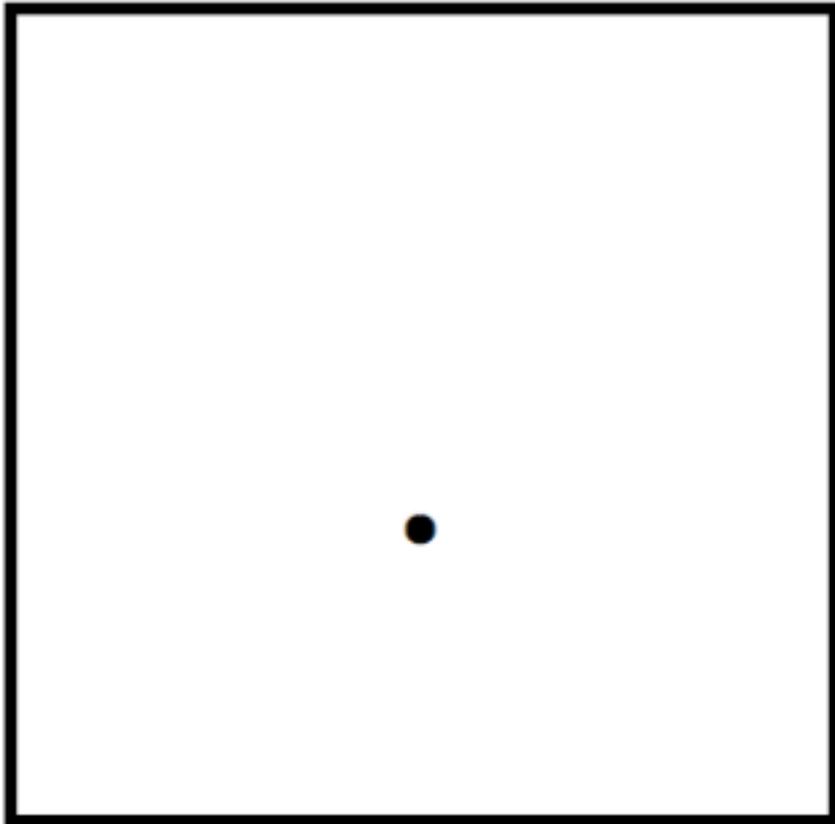
The Black Dot in a White Square: What do you focus on?

It is often necessary to get class or individual behaviour into perspective in order to maintain a positive atmosphere in the class. In Bill Rogers' model, the black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual. By focusing on the black dot, we are forgetting the white square. This illustrates the need to keep things in perspective and helps to avoid using sweeping statements that can harm positive working relationships

• The class is awful
• The group never works sensibly
• The student is unable to behave
• Everyone is being too noisy

This thinking made me realise I was one who would pick up on the late-comers, the noise makers and the students off-task, at the expense of reinforcing the good behaviour of the majority. Is so much healthier for all concerned to swap that around. I find it applies to homework too… focus on the bits you get in, rather than the ones you don't.

2. Using Positive Language

This is so simple but packs a punch. Instead of "will you stop talking' you say "I'd like everyone listening, please". Instead of "John, stop turning around and distracting Mike" you say "John, I'd like you facing this way and getting on with your work… thanks."

After watching Bill Rogers, I found myself saying 'thanks' all the time.. and it makes a difference.

3. Choice direction and 'when…then'

Classic parenting techniques that work brilliantly.

- Jamil, you can either work quietly by yourself or you can come up and sit with me,
- James, you can go next door to work with Mr Anderson or you can work sensibly with Andy as I've asked.
- Richard, you can do exactly what I've asked or get a C3 detention as you were warned earlier.
- When you have finished tidying up your area… then you can sit wherever you want….

This works so much better than crude belligerent 'do what I say' command language.

4. Pause Direction

Students are in the bubble of their own a lot of the time. Just because you start talking, doesn't mean they hear you. Make a deliberate pause between gaining a student's attention and a direction to ensure they have had sufficient 'take up' time. Eg. "Michael pause…David…pause…could you face this way and listen, thanks".

You gain their attention, with eye contact, before you say what you want to say. Try it….

5. Take-up Time:

This avoids the horrific teacher domineering – "come here Boy!" nonsense. Simply, "Michael…(pause to gain attention)… come up here a sec please." Then deliberately look away… talk to someone else. Michael will come. He just will. In his own time. It works – try it. It also works in the corridor. "John, come over here for sec please… then walk away to a private area, away from peers. John will follow – and not lose face." You can then have a quiet word about the behaviour without the show-down.

6. 'You establish what you establish'

This refers to the establishment phase with a new class. Right from the start, anything you allow becomes established as allowed; and anything you challenge is established as unacceptable. The classic is noise level and off-task talking. If you do not challenge students who talk while others talk, you establish that this OK; it is no good getting bothered about it later… Similarly with noise level. If you ask for 'silence' and then accept a general hubbub – then your message is 'silence means general hubbub'. If you want silence – you have to insist on it. Bill Rogers is great on this whole area of planning for behaviour; investing time in setting up routines – a signal for attention, how you come in and out of the classroom, the noise level. Talk about it explicitly and reinforce it regularly. The start of a new term is a good time.

At any point, if you are not happy with the behaviour in your lessons, you have to address it explicitly. Otherwise, the message is that you accept it.

7. Teacher Styles

- Don't be an *Indecisive teacher*: hoping for compliance but not insisting; being timid in the face of a challenge; pleading not directing.
- Don't be the opposite: *an Autocratic teacher* : using a power relationships to demand compliance without any room for choice. (No-one likes or wants a bullying teacher.)
- Be an *Assertive teacher*: This teacher *expects compliance* but refuses to rely on power or role status to gain respect. The teacher plans for discipline, uses clear, firm direction and correction, but acts respectfully, keeping the aims of discipline clearly in mind.

In all honesty, the most common problem 'weak teachers' have, in my experience, is that they are not assertive enough; it is their Achilles heel. The tough part is that this comes with experience for many. I have learned to be assertive without being autocratic…and actually that is easier than learning to be assertive if you're not. But you have no choice – it is a key teacher skill that needs to be worked on.

8. Controlled severity – but where certainty matters more than the severity

Most great teachers establish very clear boundaries. How? Well, usually, this happens through the occasional dose of 'controlled severity'. A sharper, harder corrective tone that conveys: "No! You will not do that –EVER!" Followed quickly by a return to the normal friendly, warm tone. Ideally, the simple sharp reprimand is all that is needed – that cross tone that says: "I still love you dearly, but you know that is beyond the boundary and you know I will not tolerate it again". Most teachers regarded as 'good with discipline' only need to use the severe tone occasionally – because it works and the class remembers.

As with parenting, the art is getting the balance: not overused or generated from real anger – thus de-sensitising children OR under-used and ineffectual. In both of these cases the boundaries are hit constantly because there is uncertainty about where the boundaries are. With good 'controlled severity' the boundary is not hit so often – because the kids know exactly what will happen. Like a low voltage electric fence! You know where it is, without nagging or constant negotiation, and you know exactly what happens if you touch it – so you don't go there. The key is that the consequence is certain to happen – not the level of severity. Teachers who can never sound cross often struggle. Similarly, teachers who allow genuine anger to build up – also struggle; these are the shouters (note to younger self.) Worst of all are teachers who shout but then don't follow up with the consequences. All these groups need to seek help and get help.

9. Partial agreement (aka being the Grown-up)

Bill Rogers has a strong line on teachers being able to model the behaviour they expect. This includes not wanting the last word. **Partial Agreement** is an essential strategy for avoiding or resolving conflict. It means teachers not trying to have the last word, or asserting their power in a situation when a student disputes their judgement.

- Student : "I wasn't talking, I was doing my work"
- Teacher : "OK, Maybe you were but now I want you to press on to finish the task.
- Student: "It wasn't me… it's not mine… I didn't do anything"
- Teacher: "Maybe not – but we're all clear on the rules about that aren't we..and I'd like you to help me out next time, Thanks. "

The focus is on the primary behaviour, giving students take up time and a choice about consequences. Expecting compliance is key but we should not regard 'giving in' as a sign of weakness. Communicating to students that you may be wrong is an important part of building relationships whilst maintaining your authority. My pet hate is a teacher who wants his pound of flesh; is uncompromising and moans about kids 'getting away with it'. It never ever helps. (This is where I find the concept of Emotional Intelligence helpful…some teachers simply cannot bear it when asked to give ground; it is a problem they need help to recognise.)

10: Behaviour Management is an emotional issue

The overriding message that I took from Bill Rogers is to recognise explicitly that behaviour is about emotions and associated traits: confidence, self esteem, peer relationships, group acceptance, empathy, belonging, resilience, .. and all the opposites. Crucially, this is for the teacher and the students. There is just no excuse for an angry outburst that has no resolution; for forcing a child into an emotional corner through power or using sarcasm to humiliate. We are the adults. BUT –we are human and we sometimes fail to manage. Sometimes, things go wrong and as teachers we put ourselves on the line emotionally all day. No other job is like that – where you risk being burned by a teenager just because you ask them to do some work. So, Bill Rogers urges us to acknowledge our emotions – and, for me, this helped hugely.

If you do 'lose it'… acknowledge it.. "I am angry because…."; "I am raising my voice now because I'm so frustrated…" And then, after a cool-off, as soon as you can, model the behaviour you want to – calm, measured, warm, encouraging and showing you care. 'Repair and Rebuild' is a great concept. Sometimes, the trick is to take the most difficult student aside, away from a lesson and build up a rapport so that they see you as human – and you see them as more than just a naughty brat.

ASHMEAD HOME-SCHOOL AGREEMENT

The child

I will:

- Come to school every day, on time, with the things I need

- Try my best

- Uphold the school behaviour policy and follow the school's rules and expectations

- Treat others according to our values at Ashmead

- Share any problems or concerns with someone who can help

- Take responsibility for keeping the school a happy and safe place

The parent/carer

I/we will:

- See that my child attends school regularly, on time and with any equipment needed

- Inform the school in advance of any known appointments or illness

- Work in partnership with the school to follow the values of Ashmead

- Positively support and encourage my child's learning at home and school.

- Make the school aware of any changes at home, concerns or problems that might affect my child's behaviour and keep my school contact details updated

- Respond to opportunities for consultation, invitations to meetings and school events, in particular discussions about my child.

The school

We will:

- Care for your child's safety, well-being and happiness

- Ensure your child is given opportunities to achieve their potential as a valued member of the school community

- Build positive relationships and achieve high standards of work and behaviour

- Meet the individual needs of your child and provide a broad and balanced curriculum

- Keep you informed about general school and class matters on a regular basis

- Make you aware of any concerns or problems as soon as possible

- Listen to and respond to concerns

- Discuss your child's progress at Parent-Teacher meetings

- Be open, welcoming and offer opportunities for you to become involved in the community of the school

We welcome communication and find that, whenever possible, face to face communication is best. Please see a member of staff to make an appointment to chat.

ASHMEAD HOME-SCHOOL AGREEMENT
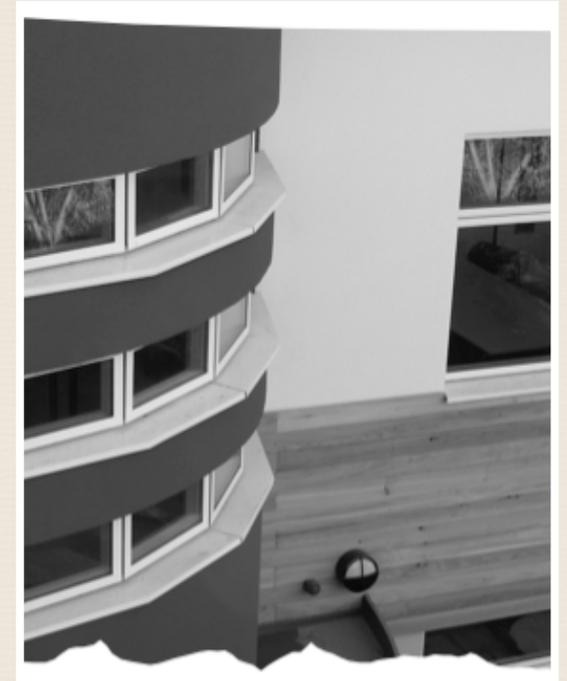
PLEASE DETACH THIS SLIP AND RETURN TO SCHOOL

We have read the agreement and agree to work together to achieve its aims.

_____
child

_____
parent/carer

_____
class teacher

_____
date

I also agree that my child can:

have their work/photograph included on the Ashmead blog/ website.

Yes / No

go on trips to support their learning.

Yes / No

ASHMEAD VISION AND VALUES

At Ashmead our vision is that every child leaves us feeling 'loveable and capable'.

We have also chosen 12 key values that we focus on throughout the year. These are: respect, perseverance, kindness, cooperation, serenity, hope, courage, responsibility, empathy, confidence, integrity and freedom.

We encourage everyone in our school community to act according to these values.